

SAVITRIBAI PHULE PUNE UNIVERSITY
Ad-Hoc Board of Studies in French and Spanish

Consolidated Syllabus for
MASTER OF ARTS IN SPANISH
As per New Educational Policy
MA Part 1 - w.e.f. 2023-24
MA Part 2 – w.e.f. 2024-25

1. **Title of the Course:** Master of Arts in SPANISH
2. **Introduction:** Under the New Educational Policy, the syllabus of MA in Spanish is revised to make it more open to all and thus respect the spirit of choice-based credit and semester system. Its unique features such as translation, arts, linguistics, literature and didactics remain. But an attempt is made to make certain papers of 2 credits available to other P.G. students in the university departments by offering those subjects in English instead of Spanish.

Master of Arts in Spanish as the Major Subject:

I. Eligibility:

- A. BA with Spanish of any university in regular mode
- B. Graduation in any subject + Advanced Diploma or higher from SPPU (or equivalent course of at least 500 classroom hours from any other institution)
- C. Graduation in any subject + B2 DELE or higher
N.B. Entrance Test is compulsory to all candidates.

II. Candidates admitted to this course have to acquire

- A. In all 88 credits & 22 credits per Semester.
- B. Out of which at least 54 credits by completing the courses offered in Spanish as the medium of instruction.
- C. These 54 credits will be obtained by completing the following 18 obligatory courses (12 courses with 4 credits each and 3 courses with 2 credits), namely
Sem 1 : SP I M 1, SP I M 2, SP I M 3, SP I M 4
Sem 2 : SP II M 6, SP II M 7, SP II M 8, SP II M 9
Sem 3 : SP III M 11, SP III M 12, SP III M 13, SP III M 14
Sem 4 : SP IV M 16, SP IV M 17, SP IV M 18.
- D. In all up to 14 credits can be acquired by opting for the courses offered in any other language as a medium of instruction either in this or any other Department of the Savitribai Phule Pune University provided, they are related to the main subject of Spanish Studies.
- E. The electives offered by the Spanish section are as follows:
Sem 1 : SP I E 4 (4 Credits) /(any 2 of) SP I E 5, SP I E 6, SP I E 7 (2 credits each)
Sem 2: SP II E 4 (4 Credits) /(any 2 of) SP II E 5, SP II E 6, SP II E 7, SP II E 8 (2 credits each)
Sem 3 : SP III E 4 (4 Credits) /(any 2 of) SP III E 5, SP III E 6, SP III E 7 (2 credits each)
Sem 4 : Any 2 of SP I E 5, SP I E 6, SP I E 7 (2 credits each)
- F. 18 more credits are to be obtained as follows :
Research Methodology – 4 credits in semester 1, [code SP I M 5]
On Job training / Field Project – 4 credits after semester 2 and before semester 3, [code SP II M 10]
Research Project – 4 credits in semester 3, [code SP III M 15]

Research Project of 6 credits in semester 4. [code SP IV M 19]

III. Examination:

- A. Pattern of Examination: 50% Internal Assessment, 50% Written Examination as per the University rules. Specific details, if any, are mentioned in the individual courses.
- B. Standard of Passing for all the courses: As per the University rules
- C. ATKT Rules for all the courses: As per the University rules
- D. Award of Class for all the courses: As per the University rules
- E. Verification/Revaluation for all the courses: As per the University rules

IV. Structure of the courses:

- A. The following courses are Mandatory:

SP I M 1, SP I M 2, SP I M 3, SP I M 4, SP II M 6, SP II M 7, SP II M 8, SP II M9, SP III M 11, SP III M 12, SP III M 13, SP III M 14, SP IV M 16, SP IV M 17, SP IV M 18.

- B. The elective subjects are as follows: (per semester total 4 credits from among these or any other papers if open to all offered by other sections of the Department of Foreign Languages or by any other department, provided they are linkable to the main subject of Spanish

4 credits - SP I E 4, SP II E 4, SP III E 4

2 credits - SP I E 5, SP I E 6, SP I E 7,

SP II E 5, SP II E 6, SP II E 7, SP II E 8,

SP III E 5, SP III E 6, SP III E 7,

SP IV E 5, SP IV E 6, SP IV E 7

- **RM, OJT/FP, RP-1 of 4 credits each and RP-2 of 6 credits** are mandatory.
- Medium of Instruction: Spanish

Examination

- A. Pattern of examination -

(i) University Examination: examination under O. 125

- Every paper with 4 credits, evaluation by way of Internal Assessment of 50 marks and End-semester examination of 50 marks. Time allotted for the End-semester examinations is 3 hours each.
- Every paper with 2 credits, evaluation by way of Internal Assessment of 25 marks and End-semester examination of 25 marks. Time allotted for the End-semester examinations is 2 hours each.
- B. Standard of passing : as per University rules
- C. ATKT rules: as per University rules
- D. Award of class: As per University Rules
- E. External Students: not accepted for Credit and Semester system of the University Department.
- F. (i) Setting of question paper: By the panel of Examiners appointed by the University
(ii) Pattern of question paper : will be given later
- G. Verification / Revaluation: As per University Rules
- H. Medium of instructions: Spanish
- I. Equivalence subject/paper and transitory provision: 100% equivalence for the existing credit and semester system course.
- J. University terms: as per University rules
- K. Subject-wise detailed syllabus of sem I and II AND
- L. Recommended Study Materials (if applicable) are given below

Code keys – SP : Spanish M : Mandatory E : Elective
 I / II etc : semester number 1 / 2 etc : paper number

**Proposed Structure of MA in Spanish
 Semester I (First Year)**

Level 6.0		Course Code	Course Title	Hours Per Week	No of Credits
Major	Mandatory	SP I M 1	Introduction to Linguistics	4	4
		SP I M 2	Spanish Literature I	4	4
		SP I M 3	Language Skills I	4	4
		SP I M 4	Advanced Spanish I	2	2
	Electives (1 x 4 credits) OR (2 x 2 credits)	SP I E 1	History of Spain	4	4
		SP I E 2	Magical Realism in Hispano-American Literature	2	2
		SP I E 3	Art in Spain I	2	2
Research Methodology		SP I M 5	Research Methodology	4	4
				Total Credits in Sem I	22

Semester II (First Year)

Level 6.0		Course Code	Course Title	Hours Per Week	No of Credits
Major	Mandatory	SP II M 6	Phonetics and Phonology	4	4
		SP II M 7	Spanish Literature II	4	4
		SP II M 8	Language Skills II	4	4
		SP II M 9	Advanced Spanish II	2	2
	Electives (1 x 4 credits) OR (2 x 2 credits)	SP II E 4	Didactics I	4	4
		SP II E 5	History of Latin America	2	2
		SP II E 6	Art in Spain II	2	2
On Job Training / Field Project		SP II M 10	On Job Training / Field Project	4	4
				Total Credits in Sem II	22

Semester III (Second Year)

Level 6.5		Course Code	Course Title	Hours Per Week	No of Credits
Major	Mandatory	SP III M 11	Morphology and Syntax	4	4
		SP III M 12	Hispano-American Literature I	4	4
		SP III M 13	Essential Communication in Spanish I	4	4
		SP III M 14	Advanced Grammar	2	2
	Electives (1 x 4 credits) OR (2 x 2 credits)	SP III E 7	Translation	4	4
		SP III E 8	Art of Latin America	2	2
		SP III E 9	Introduction to Hispano-American Cinema	2	2
Research Project		SP III M 15	Research Project	4	4
			Total Credits in Sem III		22

Semester IV (Second Year)

Level 6.5		Course Code	Course Title	Hours Per Week	No of Credits
Major	Mandatory	SP IV M 16	Culture and Society in contemporary Spain	4	4
		SP IV M 17	Study of an author	4	4
		SP IV M 18	Didactics II	4	4
	Electives (Any 2)	SP IV E 10	Essential Communication in Spanish II	2	2
		SP IV E 11	Introduction to Spanish Cinema	2	2
		SP IV E 12	Business Spanish	2	2
Research Project		SP IV M 19	Masters Dissertation	6	6
			Total Credits in Sem IV		22

Semester	Semester I	Semester II	Semester III	Semester IV	Total
Credits	22	22	22	22	88

Subject-wise detailed syllabus

SEMESTER I

SP I M 1 Introduction to Linguistics

[Mandatory paper - 4 credits]

This course introduces the students to the basic concepts of Linguistics. Various theories, communication methods, and classification of the language as a system will be explained to the students with a simpler, easy-to-understand method.

Credits	Content	Objectives
1	Concepts in Linguistics. Linguistics theories and its main authors.	The students will be introduced to the concepts related to main linguistics theories and their authors. They will understand different perspectives linguistics can be approached from.
1	Relation between Linguistics and Communication. Definition and elements of communication from a social point of view. Media and communication.	Students will learn the basis of communication as a social connection. They will study the importance of linguistics in a practical dimension.
1	Languages: classification system. Concepts of dialects and modality.	The learning objective of this part is to understand the nature of a language, a dialect or a modality. To know how to classify a language from a linguistic perspective.
1	Spanish in the world. Modalities of Spanish and its characteristics.	Students will be made aware of the diversity of the Spanish language in the world and understand its main differences.

Bibliography:

1. Haude et al., Introducción a la Lingüística Hispánica; Cambridge University Press (2010)
2. Fernández Pérez, Milagros; Introducción a la Lingüística. Ariel (2003)
3. Nieto, Julio Borrego et al; Aspectos del sintaxis de español, USAL
4. Fernández, Emilio Nájuez; Uso de la preposiciones, SGEL
5. Fente, R. et al, Perífrasis verbales, EDELSA
6. Ortografía de la lengua española, VV.AA., RAE, ESPASA
7. Bellini, Giuseppe Cisalpino; Sintaxis Española; Goliardica

SP I M 2

Spanish Literature I

[Mandatory paper - 4 credits]

This course focuses on introducing students to the main characteristics of the peninsular Spanish literature in the following periods: Middle Ages, Renaissance, Golden Age, Baroque and Age of Enlightenment.

We learn about poetry, prose, and theatre in all these literary movements. The social and political background of these movements also form an important part of the course. Students will also be studying important authors and their works during these times: Cervantes, Lope de Vega, and Calderon de la Barca to name a few.

Credit	Content	Objectives
1	Middle ages- poesía narrativa, poesía lírica, Alta Edad Media, Baja Edad Media, Prerrenacimiento, Prosa y teatro en la Edad Media	Students will learn about the types of poetry, prose and theatre in the Middle ages in Spain. They will study the political and social background of the country during those times. They will read excerpts from important literary works of the Middle Ages.
1	Renaissance- poesía, prosa y teatro, humanismo, novela picaresca, Miguel de Cervantes	Students will study the poetry, prose, and theatre during the Renaissance. They will learn about schools of thought in these times, Introduction to Humanism. Picaresque novel. Excerpts from Lazarillo de Tormes and Don Quijote de la Mancha will be analyzed in the class.
1	Baroque- Prose, poetry, and theatre. Characteristics, poetry schools, Drama and its structure-comedia nacional	In this part students will learn about Manierismo vis-a-vis Barroco. They will study the works of Góngora and Quevedo, and read the works of Lope de Vega and Calderón de la Barca
1	Ilustración y Neoclasicismo, poetry, prose, and theatre, XVIII century in Spain, literary genres,	Students will have studied the ages of enlightenment, and neoclassicism, works of Iriarte and Moratín, and the prose didáctica in this part.

Bibliography:

1. Cabrales, Jose. Literatura española y Latinoamericana 1, SGEL, Madrid 2011
2. Aullon de Haro, Pedro. Historia breve de la literature española, Playor, Madrid 1988
3. Brown, G. G., Historia de la literatura española, Letras e ideas, 1999
4. Jiménez, Felipe B. Pedraza et al, Manual de la literatura española, Varios tomos, Cenlit ediciones, 2004
5. Llovet, Jordi et al, Teoría literaria y literatura comparada, Ariel
6. Tettenborn, P.D., Spanish Lyrics of the Golden Age, G.Bell and sons, London
7. Lapesa, Rafael, Introducción a los estudios literarios, Cátedra
8. Morón, Ciriaco, Para entender el Quijote, Ediciones Rialp, S.A., 2007
9. Gil-Albarellos, Susana et al, Introducción a la literatura comparada, Universidad de Valladolid
10. García, Javier Lucea, La poesía y el teatro en el S XVIII, Playor

SP I M 3

Language Skills I

[Mandatory paper - 4 credits]

This course focuses on developing the comprehension, written and oral skills of the students and also introduces them to advanced grammatical concepts. The students will be working with a variety of texts, audio, and videos related to a range of topics and will be engaging in interactive sessions where they develop the ability to summarise a given text, express their views and opinions, and debate on topics with considerable fluency.

Credit	Content	Objectives
1	Individuo y tiempo libre	Students will practice talking about themselves and others in terms of character, skills, likes, and tastes of an individual. They will discuss societal values with respect to individuals. They will also learn to express preferences for leisure - cinema, theatre, literature, fashion, etc
1	Educación	In this part, students will be expressing opinions in written and oral form about the prevalent education system in the country, the existing problems, and possible solutions. They will practice debate about the existing teaching methods.
1	Mundo Laboral	This section will help students with the advanced vocabulary related to job profiles, and skills required in order to discuss work conditions. They will also write about the existing employment situation and related problems and solutions.
1	Alternativas Ambientales	This part discusses the current environmental state in terms of problems faced and changes needed.

Bibliography:

1. Serral de Vizueta, E., et al., Vitamina C1: Curso de Español de Nivel Superior; SGEL. 2016.
2. Dolores Chamorro, M. et al., El ventilador; Editorial Difusión, 2006
3. Galvez García, D. et al., Dominio: Curso de perfeccionamiento, Edelsa, 2016

SP I M 4 Advanced Spanish I [Mandatory paper - 2 credits]

This course is aimed at developing scenario-specific comprehension and conversation skills using a variety of resources such as texts, audio-visual aids, and role-plays. The focus is on imparting practical conversational and comprehension skills to the students that may be used while visiting a Spanish-speaking country.

Credits	Content	Objective
1	Written expressions	Making students aware of some complex grammatical expressions, mostly used at C1.1 level, and practice writing essays on various topics
1	Spoken expressions	Learning to use colloquial expressions set in Latin American as well as European Spanish

Bibliography:

1. Muñoz Basols, Javier, et al; ¡A debate!; EDELSA
2. Galvez García, D. et al., Dominio: Curso de perfeccionamiento, Edelsa, 2016
3. Dolores Chamorro, M. et al., El ventilador; Editorial Difusión, 2006
4. As per the teacher's recommendation

SP I M 5**Research Methodology****[Mandatory paper – 4 credits]****Aims and Objectives**

Main aim of the course is to develop skills in writing smaller research papers like term papers, book and film reviews, prepare bibliographies, write foot notes and varioustypes of quotations from secondary sources, integrate quotes from websites, effectiveuse of internet sites for web search of topics and terms. Students learn to develop the theme systematically and methodically.

Course content

- Introduction to scientific language of research
- Exposure to finding out references from internet and other secondary sources
- Function and format of footnotes and other references
- Preparing bibliography for a given theme
- Writing book and film reviews
- Development of own thematic concern

Learning Outcome:

- Ability to search for required information,
- Ability to decide which tool will be effective for what type of research

N.B. This paper will be taught in English for 2 credits – mainly theory, and in the respective foreign language of each section for 2 credits focusing on application of the theories learnt.

SP I E 1**History of Spain****[Elective paper – 4 credits]**

This course has been designed to introduce the students to the rich history of Spain. We start with the process of hominization in the Iberian Peninsula and study till the Spanish Golden Age. Credits have been distributed equally among the topics.

1 credit is for the process of hominization, pre-Roman civilizations, the process of Romanization, and the Visigoth monarchy.

1 credit has been given to the Islamic conquest, the Emirate and Caliphate of Cordoba, the study of Al-Andalus, and the beginning of Christian resistance.

1 credit is for the introduction of the kingdoms of Castilla and Aragón, their expansion and crisis, and the arrival of Christopher Columbus in South America.

The last 1 credit is for the study of the two greatest kings of Spain, Carlos V and Felipe II, the colonies in South America, economic and social evolution during the Renaissance, and introduction to the Baroque period.

Credit	Content	Objectives
1	process of hominization, pre-Roman civilizations, the process of Romanization, and Visigoth monarchy	Students will be introduced to the pre-Roman history of Spain
1	Islamic conquest, the Emirate and Caliphate of Cordoba, study of Al-Andalus, and the beginning of Christian resistance	This part will study the beginnings of Islamic Reign in Spain, study Arab influence on the language, and culture.
1	introduction of the kingdoms of Castilla and Aragón, their expansion and crisis,	Catholic monarchs were two of the most influential emperors in Spain. This part studies

	and the arrival of Christopher Columbus in South America	their alliance, and their most important achievements- 1. 'discovery' of America, 2. Completion of Christian reconquest and 3. Creation of the first authorized Spanish Grammar book
1	study of Carlos V and Felipe II, the colonies in South America, economic and social evolution during the Renaissance, and introduction to The Baroque period	For this part, students will study the dynastic unity in the golden age, political model of Habsburg kings, the crisis of 1640, economic and social evolution in XVII century

Bibliography:

1. Breve historia de España I : Las raíces ; Íñigo Fernández, Luis Enrique ; Nowtilus, S.L.
2. Historia de España contada para escépticos ; EslavaGalán, Juan ; Planeta
3. España : Tres milenios de historia ; Ortiz, Antonio Domínguez ; Ioto
4. Mitos y falacias de la historia de España ; Vidal, César ; jandepora
5. Una historia de España ; colección de artículos ; Pérez-Reverte, Arturo ; Firmas
6. La historia de España ; Vilar, Pierre ; Grijalbo, Barcelona

SP I E 2 Magical realism in Latin American Literature [Elective Paper – 2 credits]

Magical Realism is a phenomenon or literary trend popularised in the literary world by Hispano-American writers such as Gabriel Gacía Márquez, Isabel Allende, etc. Alejo Carpentier, one of the main authors of this movement termed it as 'lo real maravilloso' in order to refer to the impossibility of capturing the hispanoamerican reality only from the tangible plane. These authors of the XX century broke up with traditional realism by incorporating magical or fantastical elements that were present in Hispano-American reality. This course is designed to introduce the students to this literary movement and study its techniques and characteristics. To be able to appreciate the fusion of reality and fantasy in the literary works of this genre.

Credits	content	Objectives
2	The origin of Magical realism in Hispanoamerican literature. Its connection to hispanoamerican culture. The distinction between fantastic literature and Magical realism literature. Characteristics of the novels of this genre.	After studying this course, students will be familiarised with this literary movement, study its distinctive features. They will learn to compare and contrast it with fantasy literature. The students will have studied novels belonging to this genre of authors such as Gabriel García Márquez, Isabel Allende, Laura Esquivel, Miguel Angel Asturias and Alejo Carpentier. They will learn to examine the following aspects of Magical realism: events, time, space, characters and language.

Bibliography:

1. Bowers, Maggie Ann; Magic(al) realism; Routledge; 2004.
2. Coleman, A; Cinco Maestros; Harcourt; New York 1979
3. Franco, J ; Historia de la Literatura Hispanoamericana ; Ariel ; Barcelona 1990
4. Echevarría, Roberto et al : Historia de la literatura Hispano-Americana Siglo XX ; Gredos ; 2006

SP I E 3**Art in Spain I****[Elective Paper – 2 credits]**

This course has been designed to introduce the students to the rich history of the art of the classical period in Spain. We start with the presence of Greek and Roman art in the field of architecture passing through the Visigoth period leading to the Hispano-Muslim period and the Romanesque and gothic architecture. Credits have been distributed as follows among the topics.

1 credit is for the study of Roman and Greek architecture , Visigoth and Hispano Muslim architecture.

1 credit has been allotted to the study and analysis of Romanesque and gothic architecture.

N.B. : This paper may be taught in English to other students of SPPU. But students of MA Spanish will write it in Spanish.

Credit	Content	Objectives
1	Roman and Greek architecture, Visigoth Hispano-Muslim architecture.	This course helps students learn of the architectural structures of the Roman and the Greek civilizations who left a great legacy for posterity including law, water channelling, temples, theatres, aqueducts, and numerous architectural works. Works of architecture and other structures built in the Visigoth style, characteristics of Moorish architecture developed in Spain under the Arab occupation of the Iberian Peninsula, between the eighth and fifteenth centuries.
1	Romanesque and Gothic architecture.	Characteristics of Romanesque and Gothic architecture and study of some of the most famous and important works

Bibliography:

1. Calvo Castañon, A., Historia del Arte Español. Edi6. Madrid. 1987
2. Arjona Colomo, Miguel. Historia de la Cultura. (2 vol.) Edepa. Madrid. 1983.
3. VV.AA., Popular architecture in Spain, Turespaña.
4. VV.AA., The Great Artists – various issues, FullySor
5. VV.AA., Ciudades Patrimonio de la Humanidad de España, La Caixa.
6. Adriá Ferrán et al., Nuestra cocina, Cataluña., Biblioteca Metropoli.
7. Irving, Washington., Cuentos de Alhambra., Aguilar, Madrid
8. Tomán, Rolf., El románico: arquitectura, escultura, pintura., AECID
9. Maldonado, Basilio Pavón., el arte Hispanomusulmán en su decoración floral., AECID
10. Nuño, Jesús Espino et al., Historia del arte español., SGEL

Semester II

SP II M 6 Phonetics and Phonology [Mandatory paper – 4 credits]

Objectives: Phonetic theory. Phonological theory. Production of the sounds. Classification of sounds. Acoustic elements. Phono syntax. Accent and intonation. Phonetics phonology interface. Phonetics-Phonological interaction.

Credits	Content	Objectives
1	Introduction to Phonetics and Phonology as linguistics disciplines: definition, study objects, and importance. Production of the sounds.	To understand the difference between Phonetics and Phonology. To manage the basic concepts relative to the studies of Phonetics and Phonology. To know the process of producing sounds.
1	Classification of sounds: vowels and consonants and their production. Varieties in the combination of sounds.	To know the nature of the different sounds and their production. To study the particularities in the combination of sounds and to identify them.
1	Phonological transcriptions and phonetics transcriptions.	To learn and use the phonological alphabet and the phonetics alphabet and be able to transcribe a text.
1	Accent and intonation. Applications of Phonetics and Phonology.	To understand the elements of intonation and the accent. To know the practical application of the study of Phonetics and Phonology.

Bibliography:

1. Quilis, A., Curso de Fonética y Fonología Españolas. CSIC. Madrid. 1990
2. Los Sonidos del Español. Haude et al., Cambridge University Press (2014)
3. Fonética y Fonología Españolas., Schwegler et al., Wiley (2014)

SP II M 7 Spanish Literature II [Mandatory paper, 4 credits]

The focus of this course in literature encompasses the following literary movements: Romanticism, Realism, Modernism, Vanguardism, etc. Also includes literature pertaining to the Generation of 27 and 98. The last part of this course includes literature from the XX century till the current times.

Credits	Content	Objectives
1&2	Literature(poetry and prose) of the following literary movements- Romanticism, Realism (Naturalism), Modernism, and Generation of 98. Generation of 27. Spanish 11rofess till 1936 – Federico García Lorca, Valle-Inclán, etc	To study the Romantic, Realistic, and Modernist literature of Spain in The XIX century. Includes poetry, and prose. To know the characteristics of each movement. To study how to do literary analysis of the poems and prose and identify these characteristics in the literary works themselves. To learn to compare and contrast the features of these movements. To learn about the writers who constituted the Generation of 98 and 27 and study their works. The first part of the XX century witnessed the renewal of Spanish drama in the hands of dramatists like Lorca and Valle-Inclán. The aim is to study the characteristics of this 11rofess.

SP II E 6**Art in Spain II****[Elective paper, 2 credits]**

The Spanish Renaissance was a movement in Spain, emerging from the Italian Renaissance during the 14th century, that spread to Spain during the 15th and 16th centuries. In the time of King Felipe II (1556–1589). The Renaissance's influence in architecture expanded throughout the Spanish territory. Students have been offered 1 credit for the study of this style.

Renaissance art gave way to Baroque art in the 17th century. The Spanish Baroque style art began during the mid-17th century and lasted into the 18th century. It has its roots in the Italian Renaissance and a major influence on the Spanish sculptures created during this period. Students have been offered 1 credit for the study of this style.

N.B. : This paper may be taught in English to other students of SPPU. But students of MA Spanish will write it in Spanish.

Credit	Content	Learning Outcome
1	Spanish architecture: Renaissance movement in Spain	Students will study and analyze the works of 16th-century architects: Pedro Machuca, Juan Bautista de Toledo, and Juan de Herrera
1	Spanish baroque sculpture in Spain	Students will study life and work and analyze sculptures of famous Spanish sculptors of the early baroque period: Alonso Cano, Gregorio Fernández, Juan Martínez Montañés, Pedro de Mena, Juan de Mesa

Bibliography:

1. Calvo Castañón, A.; Historia del Arte Español; Edi6; Madrid; 1987
2. Arjona Colomo, Miguel; Historia de la Cultura. (2 vol.); Edepa; Madrid; 1983.
3. VV.AA., Popular architecture in Spain, Turopaña.
4. VV.AA., The Great Artists - various issues, FullySor
5. VV.AA., Ciudades Patrimonio de la Humanidad de España, La Caixa.
6. Adriá Ferrán et al., Nuestra cocina, Cataluña., Biblioteca Metropoli.
7. Irving, Washington., Cuentos de Alhambra., Aguilar, Madrid
8. Tomán, Rolf., El románico: arquitectura, escultura, pintura., AECID
9. Maldonado, Basilio Pavón., el arte Hispanomusulmán en su decoración floral., AECID
10. Nuño, Jesús Espino et al., Historia del arte español., SG

Semester III

SP III M 11

Morphology and Syntax

[Mandatory paper - 4 credits]

Objectives:

This paper will cover the basic concepts and terminology of morphology. and the processes of word formation in Spanish. Students will be introduced to the morphological characteristics of the different parts of speech. The study of morphology has been allotted 2 credits.

The study of Spanish syntax has been assigned 2 credits for studying basic concepts of syntax and syntagm: types, structure and characteristics, types of sentences, syntactic functions, their structures, characteristics, and syntactic analysis of sentences.

Credits	Content	Learning Outcome
1	Morphology: Identification of determinants and pronouns and their types, morphological analysis of parts of speech based on grammatical categories, breaking down of words in morphemes, and labelling them.	Students will understand how different parts of speech in the Spanish language are analyzed in grammatical categories and their division into the smallest meaningful units called morphemes to understand their formation.
1	Identification of word formation process, identification of the phrase and its type in a sentence, Identification of periphrasis and its type in a sentence, loísmo, laísmo, leísmo	Students will study words and their parts and the concept of morphemes which is necessary in order to acquire vocabulary and comprehension.
2	Syntax: Types of syntagms and their functions, types of sentence and subtypes, identification of the function of SE in a sentence, syntactical analysis of simple, compound and complex sentences.	Students will study and understand the structure and formation of sentences and how words and phrases are arranged to form correct meaningful sentences in Spanish.

Bibliography:

1. Gómez Torrego, Leonardo, Análisis Morfológico: teoría y práctica. Ediciones SM. 2011
2. Gómez Torrego, Leonardo, Análisis Sintáctico: teoría y práctica. Ediciones SM. 2010
3. Gutiérrez Araus, María Luz, et. al, Curso Básico de lengua española. Ramón Areces. 2010
4. Gómez Torrego, Leonardo, Gramáticadidáctica del español. Ediciones SM. 2010
5. Pavón Lucero, María Victoria, Gramática Práctica del español. Espasa. 2007
6. De Santiago Guervós, Javier, Estrategias para el análisis sintáctico. Arco Libros. 2018
7. Lozano Jaén, Ginés, Cómo Enseñar y aprender sintaxis. Cátedra. 2018
8. <https://www.gramaticas.net>

SP III M 12

Hispano American Literature I

[Mandatory paper - 4 credits]

Objectives:

To study the literature of the pre-colonial, colonial, and post-independence periods of the Hispano-American countries. Creole literature. Romanticism. 'Costumbrista' literature. Literature of 'mestizaje'. Literature of Independence: José Martí. Literature of XX Century: García Márquez, Borges, Neruda, Cortázar, etc.

Credits	Content	Learning Outcome
1	Pre-Columbian literature such as Literature of the three ancient civilizations:	To understand and study the literary creations of the three ancient civilizations that existed before the arrival of the Europeans on the continent. To make

	Aztec, Maya, and Inca. Poems, stories, legends, etc.	the students aware of the themes, and styles typical of these cultures.
1	The literary works during the colonial period. Baroque poetry.	To study the literature created during the discovery and colonization period of South America. To study the effects of colonial history and the events on the literary works. To read and appreciate the Chronicles, accounts, epic poems, etc written by Spanish conquistadors, soldiers, or priests. To study the characteristics of this literature.
1	Hispano-American literature in the XIX century. Romanticism. Gaucho literature.	To study literature like Gaucho's literature. To study poetry and novels known as Creole literature. To study the impact of the region's geography, history, and culture on these literary works.
1	Hispano-American literature of the XX century.	To study the various genres of literature created in the XX century like Essay, Modernist and post-modernist poetry, and various genres of novels like Novels of revolution, Magic Realism, Fantastic literature, etc. To learn the characteristics of these genres. To know the concept of Boom in Latin American literature; its causes and consequences.

Bibliography:

1. Rodríguez Fernández, Mario. Cuentos hispanoamericanos. Santiago de Chile: Editorial Universitaria, 1995.
2. Hahn, Óscar. Antología del cuento fantástico hispanoamericano siglo XX. Santiago de Chile: Editorial Universitaria, 1995.
3. Jiménez, José Olivio. Antología de la poesía hispanoamericana contemporánea 1914-1987. Madrid: Alianza Editorial, 2000
4. Oviedo, José Miguel. Historia de la literatura hispanoamericana. Madrid: Alianza, 1995.
5. Bellini, Giuseppe. Nueva historia de la literatura hispanoamericana. Madrid: Castalia, 1998.
6. González Echevarría, Roberto y Enrique Pupo-Walker. Historia de la literatura hispanoamericana. Madrid: Gredos, 2006.
7. Bierhorst, John . Cuentos folklóricos latinoamericanos. New York: Vintage Books 2003.
8. Esteban, Angel. Literatura Hispanoamericana. Introducción y antología de textos. Granada:Comares 2003.
9. Franco, Jean. Historia de la Literatura hispanoamericana. Stanford: Ariel 2010
10. Hernández, José . El gaucho Martín Fierro. Madrid: Cátedra 2022
11. Rodríguez, Juan Carlos y Alvaro Salvador. Introducción al estudio de la literatura hispano-americana. Madrid: Akal 2005.

SP III M 13 Essential communication in Spanish I [Mandatory paper – 4 credits]

Use of the language in a socio-pragmatic context; Helping students achieve an advanced level of proficiency in the language and making them capable of understanding and producing the language in a variety of contexts.

Credits	Content	Objectives
2	Development of oral skills: advanced conversation in diversity of situations, monologues, debate, presentations.	To extend the vocabulary of the students in different registers (informal, formal, technical). To learn to understand different varieties of spoken Spanish. To understand and know more about different cultural aspects of the different Hispanic cultures. Advanced grammar and idioms. To promote the intercultural conscience.
2	Development of writing skills: advanced reading, discursive structures, advanced writing.	To practice their writing skills using different registers (informal, formal, technical). Connectors, idioms and discursive elements. To read non-adapted texts: literature, press, reports, letters, etc. Advanced grammar and idioms. Advanced vocabulary. To promote the intercultural conscience.

Bibliography:

1. SerraldeVizueta, E., et al., Vitamina C1 : Curso de Español de Nivel Superior ; SGEL. 2016.
2. Dolores Chamorro, M. et al., El ventilador ; Editorial Difusión, 2006
3. Sánchez Lobato, J. et al., Nuevo Espanol 2000 Superior, SGEL, 2008
4. Galvez García, D. et al., Dominio : Curso de perfeccionamiento, Edelsa, 2016
5. Muñoz Basols, J. et al., ¡A debate !: Estrategias para la interacción oral, Nivel C, Edelsa

SP III M 14 Advanced Grammar [Mandatory paper - 2 credits]

This course is the third part of the Spoken Spanish course and is aimed at helping the students develop the ability to describe persons, places, and their daily activities. They will also learn to talk about their life experiences and plans in the near future.

Credits	Content	Objectives
1	Describing someone or something	Students will learn to describe their friends, and colleagues, using more adjectives as well as their daily routine. They will also learn how to describe a place, be it a neighborhood, city, or country, and give their opinions about them.
1	Life experiences and plans in the near future	Students will learn to talk about their daily routine, life experiences and plans in the near future. They will engage in role plays and learn to respond adequately. They will also read texts and learn to respond to them in simple language.

Bibliography:

1. Corpas Jaime, et al Aula Internacional 5, Nueva edición, Difusión.
2. Palomino, Maria Angeles, Chicos Chicas 5, Edelsa
3. As per teacher’s recommendations

The study of Andean art during the pre-Columbian era aims to delve into the various art forms present in this region and the lifestyle of the existent civilizations which has been assigned 1 credit in this paper. N.B. : This paper may be taught in English to other students of SPPU. But students of MA Spanish will write it in Spanish.

Credits	Content	Objective
1	Olmecs, Teotihuacan, Aztecs, Mayas, Incas (architecture and sculptures, mural art)	Students will study and analyze the beginnings of Mesoamerican architecture and sculptures and mural art to understand the daily lives and prevalent religious concepts in the pre-columbian period.
1	Feather art, Dance and music, use of precious metals and stones, textile art, ceramic art	Students will delve into various art forms practiced professionally by the pre-Columbian civilizations and learn to appreciate their making, use, and symbolism and their relevance in the pre-columbian period.

Bibliography:

1. Ozolla, Marqués de, Arte en Hispanoamérica. Gredos. Madrid. 1990
2. Historia del Arte. Anaya. Madrid. 1995
3. Puig, María Jesús García., Joaquín Torres García y el universalismo constructivo- La enseñanza del arte en Uruguay., Instituto de cooperación iberoamericana

SP III E 9 Introduction to Hispano- American Cinema [Elective paper - 2 credits]

Objectives:

Understanding movements in Hispano- American cinema; Study of various directors and their styles; movies related to social issues in Latin America

N.B. : This paper may be taught in English to other students of SPPU. But students of MA Spanish will write it in Spanish.

Credits	Content	Objectives
1	Introduction to Film Language. Chronology of Hispano-American Cinema. Main movements in Latin-American cinema.	To understand the main movements in the history of Hispano-American Cinema, also related to Latin-American cinema. Main filmmakers and topics.
1	Study of four movies representative of a period in the history of Hispano-American Cinema.	To analyse the topic, production, acting, and screenplay of different movies which are representative of a period in the history of Hispano-American Cinema.

Bibliography:

1. Burton, Julianne; The new Latin American cinema; Vol 1-2; Wayne State University Press; Detroit; 1997
2. Shaw, Deborah; Contemporary Latin American Cinema; Rowman and Littlefield Publishers, Inc; USA; 2007

Semester IV

SP IV M 16 Culture and Society in Contemporary Spain [Mandatory paper - 4 credits]

Objectives:

The objective of this paper is to provide the students with a panoramic view of the different facets of Spain's contemporary culture and society. Spain underwent a tremendous change in all walks of life after the Transition to democracy. To study the various factors responsible for this change. To study the impact of the Civil War on Spanish Society. To study the changes of style in the Spanish idiosyncrasy, in the life of women, family configuration, etc. Relations between society and writers. The aspirations and dreams of the Spanish youth. A brief look into its economy and how it affects the lives of its people.

Credits	Content	Objective
1	Spanish Civil War, Transition to Democracy and later political scenarios.	To study the profound impact of the Civil War on Spanish society. The changes that occurred in the people's lives during and after the war. The new era of democracy and how it is reflected in the life of the Spanish people. The evolution of Spanish society, especially of women and family since the Civil War till current times..
1	Various governments in power in the XIX and XX centuries. Integration of Spain in the European Union. Adoption of the new currency 'Euro'.	To study the changes implemented by the various governments and their impact on society as a whole and also on individual groups. The tremendous socio-economic progress experienced by Spanish society after its entrance into the European Union.
1	Life of women from the beginning of the XX century till today. The evolution of family structure during this period.	The concept of family which was a very important aspect of the Spanish way of life has seen a great alteration during recent times. To study this process of reformulation of the concept of family in Spain. Also, study the evolution of Spanish Women's lives from the last century till the current day.
1	Unemployment, Immigration, Emigration, demographic changes. Evolution of Spanish culture through the last century: festivals, entertainment, gastronomy, etc. Current obstacles in the progress of Spanish society.	To study the problems faced by the Spanish people, especially the youth due to the economic recession after 2008. Contribution of immigrants to the society. To know the process of gradual transformation experienced by Spanish society in the last century.

Bibliography:

1. Vines, C. La Cultura en la España Contemporánea. Edelsa. Madrid. 1992
2. Millares, S. España en el Siglo XX. Edinumen. 1998
3. López Moreno, Cristina. España Contemporánea. SGEL. Madrid:2016.

SP IV M 17**Study of an author****[Mandatory paper - 4 credits]****Objectives:**

This course will encourage students to study the literary works of a notable peninsular Spanish or Latin American author. 1 credit will be for the biography and social, and political background of the author. The remaining 3 credits will be assigned to the study of the literary works. Authors can be selected based on their respective important movements: for example, Miguel de Unamuno or Valle-Inclán along with generación del '98; Lorca or Rafael Alberti along with generación del '27; Márquez or Isabel Allende with Boom and Magical Realism.

Credits	Content	Objective
1	Life history, social and political background of the selected author.	To understand the values, characters, or themes of the literary work. Biographical information provides insights into authors' lives and achievements.
3	Literary works of the selected author	To learn about the literary movements and writing style. To learn to think critically and develop their own style.

Bibliography:

As per teacher's recommendations

SP IV M 18**Didactics II****[Mandatory paper - 4 credits]**

This course is the continuation of Didactics I. It takes a practical approach towards language teaching. Students will be teaching in actual A1-B2 level classes as a part of their curriculum. The course content includes teaching practices; lesson planning; class management; paper setting and evaluation etc.

Credits	Content	Objective
1	Curriculum designing, Class planning, teaching etiquettes	To implement a variety of different methodologies in the class considering the class composition, difficulty level of the course etc
1	Designing activities for various levels in an offline mode	To learn how to prepare various activities to be conducted in the classroom with the objective of increasing the absorption and retention of the key concepts.
1	Designing activities for various levels in an online mode	To learn how to adapt the teaching methodologies for content delivery in an online mode so as to optimize the retention and application of various important concepts.
1	Designing question papers, Process of evaluation	To learn various evaluation methods and optimum designing of question papers so as to generate effective assessment methods for the different students.

Bibliography:

1. Alonso, E.; *Cómo ser profesor y querer seguir siéndolo*; Edelsa; Madrid 2000
2. Richards, J. *Enfoque y Métodos en la Enseñanza de Idiomas*. Cambridge. Madrid 2001
3. Alonso, E. *Soy profesor/a: Aprender a enseñar* (tomos 1 y 2). Edelsa. Madrid 2012
4. Del Hoyo, M., *Propuestas para dinamizar la clase de E/LE*, Edelsa, Madrid
5. Guadalupe Ruiz Fajardo, *Methodological Developments in Teaching Spanish as a Second and Foreign Language*, Cambridge Scholars Publishing, Newcastle, UK, 2012.
6. Geeslin, K., *The Handbook of Spanish Second Language Acquisition*, Wiley Blackwell, 2014.

FR IV M 19 Research Project - Master's Dissertation - [Mandatory Paper – 6 Credits]

This second Research Project can be a continuation of the same topic chosen in semester III or any other topic.

Students have to undertake a particular project from any field of Hispanic Studies. Students learn to develop the theme systematically and methodically.

The aim of the course is to enable students to carry out research on a given theme independently and present the same as a short dissertation.

N.B. This paper Master's Dissertation will have an Orals Component of 20 marks in the end semester evaluation.

SP IV E 10 Essential communication in Spanish II [Elective paper - 2 credits]

This course aims at honing and perfecting previously learnt language skills; in order to be able to cope with any socio-pragmatic context.

Credits	Content	Objectives
1	Development of oral skills: the ability to read and summarise a given text, present a monologue, and engage in a dialogue.	practice their spoken skills using advanced grammar and vocabulary in formal and informal registers. To be able to read a given text or graphic and summarise the salient points related to the topic in a monologue. To be able to express their opinion and debate on a given topic in a formal manner.
1	Development of writing skills: ability to write a variety of texts of a formal nature	To practice their writing skills using advanced grammar and vocabulary. To learn to write a variety of formal texts after summarising multiple sources like audio, graphics, and formal texts. To express their agreement and disagreement regarding a given matter in a nuanced manner.

Bibliography:

1. Serral de Vizueta, E., et al., Vitamina C1: Curso de Español de Nivel Superior; SGEL. 2016.
2. Dolores Chamorro, M. et al., El ventilador; Editorial Difusión, 2006
3. Sánchez Lobato, J. et al., Nuevo Español 2000 Superior, SGEL, 2008
4. Galvez García, D. et al., Dominio: Curso de perfeccionamiento, Edelsa, 2016
5. Muñoz Basols, J. et al., ¡A debate!: Estrategias para la interacción oral, Nivel C, Edelsa

SP IV E 11 Introduction to Spanish Cinema [Elective paper - 2 credits]

Objectives: Understanding movements in Spanish cinema; Study of various directors and their styles; movies related to different issues in Spanish Cinema

N.B. : This paper may be taught in English to other students of SPPU. But students of MA Spanish will write it in Spanish.

Credits	Content	Objectives
1	Introduction to Film Language. Chronology of Spanish Cinema. Main movements in Spanish cinema.	To understand the main movements in the history of Spanish Cinema, also related to European cinema. Main filmmakers and topics.
1	Study of four movies representative of a period in the history of Spanish Cinema.	To analyze the topic, production, acting, and screenplay of different movies which are representative of a period in the history of Spanish Cinema.

Bibliography:

1. Gubern, R., et al., Historia del cine español, Cátedra, Madrid, 2009.
2. Ucar Ventura, P. et al., La cultura española a través del cine, Universidad Pontifica de Comillas, Madrid, 2021.

SP IV E 12 Business Spanish [Elective paper - 2 credits]

This course is aimed at those students who want to develop their Business Spanish Skills for use in a professional environment both inside and outside the company, increasing vocabulary and use of Spanish language, improving their conversational skills. It is recommended that the students should possess level A2 in Spanish OR that they should have completed the Spoken Spanish courses in the previous semesters to truly benefit from this course. Students will practice the language needed for a variety of business scenarios.

Credits	Content	Objectives
1	Developing Oral Skills	Students will learn how to socialize in formal scenarios, conduct a formal telephone conversation, and negotiate. They will also learn how to effectively interact in meetings, and ask and answer formal questions during interviews.
1	Developing Written Skills	Students will learn to write a formal business email and prepare a presentation. They will also learn frequently used vocabulary related to marketing, finance, and HR in order to improve comprehension of given texts and respond to them adequately

Bibliography:

1. Kattan-Ibarra, Juan, Business Spanish- A complete course for beginners, Teach Yourself, Reprint ed. 1993
2. Santamaria Iglesias, Esther et al. En Activo: Practical Business Spanish, Routledge 1st ed. 2008
3. As per the teacher's recommendations

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